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ABSTRACT

A major purpose of the Congress was to take stock of developments in the planning and management of education since the International Conference of Educational Planning (Paris 1968). Another was to identify new approaches and trends in the field in light of decisions adopted during the World Conference on Education for All (Jomtien, Thailand, March 1990). The 402 participants considered these questions in plenary, in commission, at round-table meetings, and in a special working group. Major themes included: (1) the role of educational management and planning in achieving the Jomtien goals; (2) educational planning and the human dimension of development; (3) the development of educational administration and management systems; and (4) educational planning and management in a time of crisis. Roundtable reports centered on planning and management for excellence and efficiency in higher education; planning and management of nonformal education; the use of microcomputers in educational planning and management; educational planning and management in small states; evaluation and followup of educational policies, plans, and reforms; and educational facilities planning. The Congress recommended that UNESCO intensify and diversity its regional and international cooperative efforts in educational planning and management, strengthen its training and research activities, and seek innovative formulae to overcome financial straits affecting education. Appendices (annexes) contain the agenda, opening and closing addresses, and lists of documents and participants. (MLH)

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DOCUMENTS OF THE INTERNATIONAL CONGRESS

PLANNING AND MANAGEMENT OF EDUCATIONAL DEVELOPMENT

(Mexico City, 26-30 March 1990)

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SUMMARY

The International Congress 'Planning and Management of Educational Development' was convened by the Director-General of Unesco pursuant to resolution 4.1 adopted by the General Conference of Unesco at its twenty-fourth session. It was held in Mexico City from 26 to 30 March 1990 at the generous invitation of the Mexican Government.

One of the main purposes of the Congress was to take stock of developments in the planning and management of education since the Internatioanl Conference on Educational Planning (Paris, 1968) and to identify new approaches and trends in the field in the light, in particular, of the decisions adopted during the World Conference on Education for All (Jomtien, March 1990).

The participants considered these questions in plenary, in commission, at round-table meetings and in a special working group.

The report and the Recommendation were adopted by acclamation and constitute the final report of the Congress, as reproduced below.

INTRODUCTION

1. From 26 to 30 March 1990, the International Congress on 'Planning and Management of Educational Development' was held in Mexico City. It was organized by Unesco, in collaboration with the Government of Mexico. There were 402 participants, including 323 national specialists from 113 countries attending in their individual capacity, three observers from three Member States and 76 observers and specialists from 12 non-governmental organizations, 11 intergovernmental organizations and nine organizations of the United Nations system. (See List of Participants, Annex V to this report.)

2. The purpose of the Congress, which followed on from the International Conference on Educational Planning held by Unesco in Paris in 1968, was to start up a wide debate and foster a broad exchange of experience and information in order to formulate suggestions and recommendations at a professional level on:

how to revitalize the planning and administration of education so as to improve the management of education systems;

the new forms that might be assumed by international co-operation in the context of the democratization of basic education and the worldwide elimination of illiteracy at the beginning of the twentieth century.

3. The Congress also examined the possible implications for educational planning and management of the decisions adopted during the World Conference on Education for All (Jomtien, 5-9 March 1990), this being the first follow-up meeting at an international level of educational planning and administration professionals. (The agenda is reproduced in Annex I to this report.)

4. The exchange of experience and information, the formulation of suggestions and recommendations and the identification of new forms of international co-operation concerned:

(a) The role of educational planning and administration in the context of the renewal and universalization of basic education and the eradication of all forms of illiteracy throughout the world.

(b) Educational planning and the development of human resources.

(c) Modernization and development of educational administration and management systems.

(d) What type of educational planning and what type of educational management in a time of crisis?

5. Themes (a) and (d) were discussed during the plenary sessions of the Congress while themes (b) and (c) were discussed by Commissions I and II.

6. Concurrently with the Congress, six round tables were devoted to the following themes:

Planning and management for excellence and efficiency in higher education.

Planning and management of non-formal education.

The uses of microcomputers in educational planning and management.

Educational planning and management in small States.

Evaluation and follow-up of educational policies, plans and reforms.

Educational planning and the planning of educational facilities.

7. Finally, a special group was made responsible for drafting the Recommendation of the Mexico Congress.

8. The following persons spoke at the inauguration of the Congress: Mr Bartlett Diaz, Secretary of Education of the United Mexican States and Mr S. Lourie, Deputy Director-General of Unesco and representative of the Director-General. Their speeches are reproduced in Annex II to this report.

9. The Congress then elected by acclamation:

President	Mr BARTLETT DIAZ (Mexico)
Vice-Presidents	Mr ADAM (Czechoslovakia) Mr TRONI (Portugal) Mr CHAREONCHAI (Thailand) Mr NHAVOTO (Mozambique) Mr AL-ARRAYED (Bahrain)
Rapporteur-General	Mr MALAN (France)
Assistant Rapporteur	Mr BENAVIDES (Mexico)
Rapporteur theme (a)	Mr ORTIZ (Dominican Republic)
Rapporteur theme (d)	Mr WINDHAM (United States of America)

<u>COMMISSION I</u>

President	Mr HUEFNER (Federal Republic of Germany)
Vice-President	Mr PONGTULURAN (Indonesia)
Rapporteur	Mr VELLOSO (Brazil)

<u>COMMISSION II</u>

President	Mr TORRES (Philippines)
Vice-President	Mr NDAGIJIMANA (Rwanda)
Rapporteur	Mr CRESPO (Canada)

MEMBERS OF THE SPECIAL GROUP

Co-ordinator	Mr ARRIEN (Nicaragua)
	Mr CALDWELL (Australia)
	Mr CHOWDHURY (Bangladesh)
	Mr NEWTON (Barbados)
	Mr ONUSHKIN (USSR)
	Mr RADI (Morocco)
	Ms KANN (Botswana)
	Mr VASCOINT (Mexico)
	Mr WEIS (Luxembourg)

10. The Congress began its work in the afternoon of Monday, 26 March, after taking note of the regional synopses on the results and prospects of educational planning and management in Africa, the Arab States, Asia and the Pacific, Europe and Latin America and the Caribbean respectively, as well as the findings of a survey launched by Unesco in its Member States on the present situation of the management of education in the world. It also took note of the document entitled: 'For a new concept and a renewed practice of educational planning' prepared by the office of the Secretary of State for Education of Mexico.

11. A total of 132 documents prepared for the Congress by the organizers and participants were distributed to the participants; they included six information documents, four reference documents, eight working documents, 65 discussion documents and 49 documents dealing with the subjects considered at the round-table meetings. A detailed list of these documents, with the names of their authors, is to be found in Annex IV to this report.

12. The debates on themes (a) to (d) continued until 29 March. Part I of this report contains a summary of these discussions whereas Part II contains detailed reports by theme. The round tables were held on Wednesday, 28 and Thursday, 29 March. Brief reports on each of these round tables are contained in Part III of this document.

13. At its last plenary meeting, which was held in the morning of 13 March, the participants considered a draft recommendation of the Mexico City Congress on the role that educational planning and management should play in future, which had been prepared by the Special Group. After making some amendments to it, the participants adopted the Recommendation by acclamation and requested the Director-General of Unesco to distribute it widely. The text of this Recommendation appears in Part IV of this report.

14. The participants also considered the draft final report. This document was presented by the Rapporteur-General, Mr Thierry MALAN (France) who, after describing its structure and main characteristics, said that efforts had been made to ensure that the report provided a brief overview of the discussions while reflecting their main substance. The participants adopted it without any change.

15. The Congress then requested the Secretariat to attach the detailed reports by theme and the brief reports of the round tables to the final report so that the international community might more easily have direct knowledge of all that was discussed.

16. After noting the minor amendments proposed to cerain paragraphs by some participants, the plenary meeting requested the Unesco Secretariat to undertake a final revision of the whole text and to issue it, taking into account the comments

made during the meeting. This having been agreed, the Congress unanimously adopted the various parts of this final report separately and the final report itself as a whole.

17. Mr FAWAZ JARDAT (Jordan) took the floor on behalf of all participants to thank the Mexican Government for its hospitality, its welcome and its friendly reception. He then thanked Unesco for the excellence of the arrangements made for the Congress.

18. The representative of the Director-General then took the floor and expressed his deep gratitude to the Mexican Government and people for the warm welcome they had given to the Congress and thanked the participants, the observers and the Mexican personnel for contributing to its success. The full text of his speech is reproduced in Annex III.

19. Mr BARTLETT DIAZ, Minister of Education of Mexico and President of the Congress, expressed his appreciation of the discussions and exchanges of views and information that had taken place during the five days of the meeting. He pointed out how important it was for the participants to return to their countries with a favourable view of the role of educational planning and management as a starting-point for the renewal and universalization of basic education and the elimination of illiteracy throughout the world. Finally, he thanked all the participants and observers for their contribution and the Unesco Secretariat for the work that had been accomplished. The text of this speech given by the Minister of Education of Mexico is reproduced in Annex III.

PART I

SUMMARY OF THE DISCUSSIONS

20. The Congress was required in particular to study the implications of the conference on the planning of basic education held in Jomtien, Thailand, in the light of the failures noted in the policies to promote universal access to basic education, and to examine the reasons for those failures.

21. The struggle against illiteracy could not be focused on children alone. Parents served as particularly useful intermediaries in any effective action for children. An effective strategy must therefore concern adults, especially women, and children alike.

22. It must be aimed at creating a favourable environment and for that purpose must approach educational problems from all angles and integrate non-formal education into planning processes.

23. It must also call on partners other than the usual partners involved in educational administration. Other administrations, such as those responsible for health, rural development, social affairs and the family, carried out activities that supplemented those of educational administration and were essential for the success of its action. Planning must take those complementary activities into account and place itself in a position where it could more effectively cater to the specific needs of the communities concerned.

24. It must also bear in mind the often adverse impact of the mass media and, in consultation with those in charge of them, seek ways and means of establishing positive interaction.

25. Considered from this standpoint, the State's role was transformed: it could not take charge of educational problems by itself but must alter its modes of action and find new partners, without this meaning any relinquishment of its responsibility in practice.

26. It was responsible for setting objectives: what was the minimum amount of knowledge that should be provided, what set of knowledge and skills, that would allow all individuals subsequently to continue with their own training in their own environment? It should make resources available, evaluate processes and results and find means of monitoring the quality of the education provided, communicate information and, through appropriate planning, deal with emergency situations.

27. Over and above the debate on that acid test of planning represented by the central objective of the struggle against illiteracy and, more generally, the objective of providing adequate education to the most disadvantaged groups, the Congress undertook to re-evaluate the current significance of the objective of developing human resources.

28. Interest had moved away from the quantitative to the qualitative aspect: the content of the notion of human resources had gradually been enriched. Over the above the principal objective of preparation for employment and the increasing provision of basic education for all, the development of human resources also meant meeting the needs of early childhood, and paying attention to the material well-being of all, including health and nutrition, all of which would be reflected in increased life expectancy. The concept of human resources also included the harnessing of natural

resources so that everyone might benefit from constant improvements in the standard of living. It also included preparation for citizenship, the acquisition of skills and ofbasic moral and intellectual attitudes such as that expressed in the old precept 'learning to learn' and the development of the abilities and skills required to enter into the world of work.

29. Like the struggle against illiteracy, the concern to develop all forms of human potential, tap all reserves of talent and prevent any wastage of resources, involved widening the field of reflection and action of those responsible for education. The latter should include in the field of planning the various forms of non-formal education, the attempts to take advantage of the actual and potential role of the mass media and the new technologies in education, study of the impact of scientific and technological progress on education and concern with deliberate action to promote the role of women and combat the various forms of discrimination to which they were subject.

30. That objective also meant involving social agents other than the traditional educational administrations in educational planning: non-governmental organizations, other ministries (health, social affairs, housing), private bodies and organizations. In addition, it entailed a diversification of formal and non-formal training methods based on new communication technologies with a view to meeting increasingly varied training needs.

31. This desire to draw on areas outside the traditional sphere of education was nearly always accompanied by the fear that the State might abandon the sector. Searching thought was being given to the different ways of viewing the role of the State and to its means of action. There needed to be greater flexibility and greater importance given to negotiation and co-operation with other sectors in respect of objectives and means with a view for instance to improving the ways in which individuals effected the transition between the world of education and the world of production.

32. It was widely recognized that the State, at the same time as being required to ensure greater decentralization and self-reliance, was responsible for setting priorities, making adjustments and compensating for inequalities.

33. It remained to be seen whether, with so many sides to it, the term 'human resources' did not carry too economistic a connotation, too narrow for it to describe usefully such a variety of aspects involving the training of individuals and their potential for development and action rather than their integration into an economic and social system. Did not the term lose a large part of its practical bearing - on that account?

34. While seeking in this way to re-evaluate the basic objectives of educational planning and the causes of the failures that had occurred, the Congress considered the administrative conditions for effective planning and the modernization of administration.

35. The concept of modernization did not appear to all participants to be a clear notion or an unquestionable ideal: it might jeopardize ways of life or run counter to the actual capacities of certain developing societies.

36. It was nearly always the fact of using informatics for the administration and development of statistical information systems that led one to speak of modernization. There were, however, reservations about the use of computers, owing to a fear of machines, a fear that they would replace human reasoning, that through the possibilities they offered and the limitations from which they suffered, they

would unduly influence political and societal choices, with the cost of computer equipment being compounded by its rapid obsolescence, and a fear that they would downgrade the qualifications of individuals and undermine the 'human factor' in organizations.

37. It appeared in fact that computerization was only the most visible and probably not the most difficult aspect of modernization. The main point appeared rather to be the capacity of organizations to adapt their structures regularly so as to be able to pursue their official objectives more effectively and to respond in flexible and appropriate ways to the changing demands of those they served and their environment.

38. The provision of equipment was but one of a set of changes needing to be made to achieve an optimal, or at least acceptable, balance in the distribution of skills and means among the different levels of responsibility. Such a change also involved the structured organization of production and the flow of relevant information among decision-makers so as to enable each one of them to use their skills having regard to an overall pattern which must constantly be established and maintained.

39. Before taking the form of a scheme for the introduction of computers, modernization must for an administration be an occasion to attempt to apprehend and manage higher degrees of complexity in order better to control the implementation and impact of its activities.

40. If such sophisticated equipment was brought into play within ossified systems of reference that were incapable of responding to changes in the environment, it might well turn out to be useless at best, a nuisance and unnecessarily expensive at worst, while more effective types of modernization characterized by new outlooks and new schemes of action could be introduced without recourse to any special equipment.

41. A more neutral and less ambiguous approach would perhaps be to speak of management adapted to a certain level of complexity rather than modernization. Computerization was but a very powerful means of processing flows of data illustrating this complexity. It carried the constant risk that this power might backfire on its producers and users if not exercised with a constantly developing awareness and control of the complexity of the environment in which they lived and moved.

42. It was clear that 'modernization' was possible only if considerable efforts were made with regard to organization and the training of the agents concerned, with particular reference to pre- and in-service training and action-oriented training. Such training should be geared to the sociological, political, legal and organizational culture, so as to enable those receiving it to develop their awareness and control of the processes of change and should at the same time focus on ways and means, thereby enabling them to assume their responsibilities and act, with others, upon their environment. It was a powerful means of counteracting feelings of helplessness, discouragement and inadequacy. In that context, it was said that a 'crisis' occurred in respect of training when the level of recruitment and training, the working conditions of the agents and the training available to them were not commensurate with the responsibilities entrusted to them.

43. Increasing complexity and concern about managing it led to a redistribution of roles among the various people involved in planning and management and to an effort to find a new balance between centralization, decentralization, autonomy, national objectives and regional and local aspirations. This balance corresponded to the specific features of and the needs for coherence perceived by each society. Trends

towards decentralization were thus to be seen in centralized societies today while at the same time in societies marked by a considerable degree of local government there was increasing debate about the need to assert societal objectives (success, quality of education, national curriculum, framework...).

44. In all cases, not only was there increased participation by traditional partners (trade unions, churches, pressure groups, parents) but also partners were appearing on the scene who up to then had been distant and sometimes absent (enterprises and employers' organizations, local authorities).

45. As a result, the processes of planning and management were changing and patterns were emerging that had not yet been satisfactorily analysed, especially since at the same time there was a tendency for States to withdraw from traditional functions, such as those relating to health and education.

46. There was a danger then that planning would turn away from any concern to assist in the formulation of governmental projects and to strengthen the management capacity of the State and become simply an instrument for the transfer of skills unaccompanied by any transfer of resources.

47. The comments thus made and the questions thus raised about what had become of the main objectives and concepts that had marked the successive stages of educational planning, and about the practical administrative conditions for preparing, effectively implementing and evaluating plans led the Congress to inquire into the measures needed in a time of crisis to regenerate that rich jumble of concepts, practices, hopes and disappointments, successes and failures commonly known as planning.

48. In many countries, the roots of the crisis affecting education lay in their economic and financial context. The debt crisis in particular had contributed to reducing the amount of resources available for educational development and the raising of standards. But the crisis was not only financial. It was also a crisis besetting society, the education system, the role of the State, knowledge and the practices of planning.

49. It was in this context, which forced all those involved in education to be not pessimistic but realistic, that the central concept of strategic guidance or piloting was presented.

50. That concept provided a basis for recognizing and coping with complexity and uncertainty, especially as resulting from a steep and uncontrolled rise in the demand for education. Such a situation led to a large number of adjustments, to a trial and error approach and to improvization. It should lead the central organizations responsible for education to try to establish a general frame of reference and action rather than to attempt to control everyting. Such a framework might be seen through simulations, general objectives marking educational policy options, choices of educational content and general standards in regard to resources such as staffing ratios. But such frameworks were not restrictive: their adaptation and implementation were the subject of discussion and negotiation in an interactive process with decentralized authorities.

51. This new concept of planning led to different ways of formulating questions concerning planning tools, the types of information required, the organization of planning and links between plans worked out at the national, regional, and local levels, and relations among all those involved in planning.

52. Educational problems could not be solved in the same way that many technical problems could be solved. Too exclusively technical a view based on the search for improvement, the constant refinement of technical tools, and a desire to have ever-more sophisticated information was certainly necessary but inevitably it partly failed in its purpose.

53. Faced by the sometimes enormous gap between intentions, practices and results, there was an understandable temptation for planning specialists to seek ever-more technically sophisticated tools and for users to cast doubts on the validity of those tools.

54. In the early stages of educational planning, emphasis had been laid on quantity and on the control and use of resources. These successive developments had now led to a deadlock.

55. For the difficulties encountered to be overcome, as they must be, it was essential to recognize and draw all the conclusions to be drawn from the heterogeneity of the target-groups and the complexity of the social systems in which educational policies and projects were introduced. It also meant that capacities for initiative needed to be developed among all the traditional and new actors involved in planning.

56. National plans did not necessarily obey the same operating rules as regional and local plans or the projects of training establishments. A planning organization had to be structured in accordance with the powers assigned to the various levels of responsibility and their necessary co-ordination, each having the information it required to take decisions within its purview, with due regard for overall policy lines.

57. In the light of this inability to dictate results, those responsible for educational policy had to acknowledge that there was no single solution that could be applied to a whole society. They could not simply transfer responsibilities and decentralize. They must allow regional and local authorities, with all the social actors in the area concerned, to establish development programmes making it possible for educational problems to be dealt with in the way in which they were experienced by those actors, assigning to them responsibilities which they could effectively assume.

58. Decentralization was not in any way synonymous with a weakening of the role of the State but, on the contrary, led it to develop certain aspects of its activities more fully and to take on new responsibilities with a view to broadening the processes of mutual consultation and participation and systematically seeking a consensus among the growing number of new partners involved in education.

59. The State was required in return to maintain or establish overall coherence and for that purpose it needed means of evaluation and control such as to ensure the coherence of the main objectives and the autonomy of a very large number of agents in order to attain them.

60. Such an evaluation covered the entire educational field, involving an evaluation of the knowledge acquired by the pupils, an evaluation of staff standards (leading to an ambitious policy for continuous in-service training), an evaluation of policies and the conditions for implementing them, and an evaluation of those educational 'production units' represented by those institutions and regional subgroups in which specific educational policies might be framed.

61. The State also needed to take action to correct inequalities, especially the new inequalities that might come into being as a result of the differences in the

capacities of the regions, educational institutions and social groups, with their increased independence, to take initiatives adapted to their specific conditions.

62. Some measures, often considered to be wise and universally applicable, did not have the same impact, the same effectiveness or the same urgent character in different contexts. This was true, for example, of such measures as teacher training or reducing the number of pupils per class.

63. Collective 'negotiations' between the authorities and the 'consumers' of training would therefore become increasingly necessary in determining objectives, priorities and methods to be used to deal on a comprehensive, intersectoral basis with the educational problems of a given region or population group, while helping them to formulate and define the conceptual frameworks and types of information required to address the specific concerns of their communities.

64. Too many countries still lacked the basic information they needed to draw up their plans with precise knowledge of what was wrong, and to be able to appraise the ways and means of overcoming their difficulties, with a reasonable chance of accurately determining the consequences of their decisions.

65. In this situation priority needed to be given to establishing data bases adapted to the needs of the different users. Those responsible would have to choose between the cost of collecting and exploiting the data and the degree of sophistication they considered necessary.

66. Research and evaluation methodologies needed to be developed with a view to measuring and assessing qualitative data. The translation and dissemination of the results of research and evaluations had to be a major concern in order to guard against growing differences in perceptions and interests between researchers wishing to probe more deeply into complexity and users anxious to reduce it.

67. In this context of a wider distribution of power and knowledge, communication and training activities were of prime importance, as was the development of networks allowing the various parties concerned to exchange information, experience and methods.

68. International organizations, and especially non-governmental organizations, would be called upon to give fresh impetus, financial as well as methodological, to the development of local capacities for innovation, evaluation, study and the training of trainers and planners under long-term co-operation agreements aimed at overcoming the difficulties in understanding that were bound to arise due to differences in the perceptions and reactions of the various countries concerned in the present crisis situation.

PART II

DETAILED REPORT BY THEME

(a) The role of educational planning and management in achieving the Jomtien goals

69. The discussion opened with a paper on the major lines of emphasis of the Jomtien Conference and their implications for basic planning. The speaker said that the role of educational planning and management should be re-examined in the light of the major conclusions of the Conference concerning universal access to basic education, better conditions for learning acquisition and access to new resources. Having regard to each individual situation, educational planning activities should be redesigned with a view to:

better pinpointing the objective of 'education for all';

promoting a more favourable environment for learning;

evaluating the quality of education;

mobilizing the various governmental and non-governmental partners in the cause of basic education;

providing more efficient services;

making optimum use of available resources and identifying additional resources.

70. Some ideas regarding the form that might be taken by the strategic piloting of basic education involving a large number of different actors and based on the concept of a 'planning process' rather than a set 'plan' were put forward in a second paper as an alternative to the traditional type of planning.

71. Two meetings were devoted to the ensuing discussions, in which 38 speakers took part.

72. Speaking first about the goals of basic education, a number of participants focused on the ethical dimension. Basic education should provide individuals in their specific historical and social context with the minimum of knowledge, abilities and skills needed to understand their environment, interact with it, pursue their education and training in society and participate effectively in economic, social and cultural development.

73. The participants believed that while there was persistent functional illiteracy and resistance in schools to the introduction of reforms, the effective planning and management of basic education was an essential means of facilitating the implementation of the Jomtien decisions, particularly in the developing countries. However, the traditional approach to planning, in which the problems of educational administration and management were often underestimated, while excessive trust was placed in the possibility of overcoming them by an act of will, had been made obsolete by the new objectives set by the Conference. With attention focused in the past on inputs and outputs, planning had emphasized the technical aspects of the educational process at the expense of its human dimension and its quality and effectiveness. Some of the problems met with in planning were indeed due mainly to

the inadequacy of the methods used. Some speakers also pointed out that the lack of co-ordination between educational planning and general economic planning had tended to accentuate social inequalities. In a word, educational planning had gradually become an end in itself instead of a means of achieving particular educational objectives.

74. In response to the urgent needs identified at Jomtien, the Congress stressed how necessary it was to redefine objectives, to develop new guidelines for educational planning and management and to reconsider the complex role of planners and managers as agents of social change. While stressing the importance of the practical aspects of planning, the participants insisted on the need to link planning to implementation, while maintaining a balance between technical imperatives and pragmatism. Streamlining and updating planning also involved the necessary monitoring of programmes and their results by means of an effective system of evaluation and research at every level. However, a major problem to which a valid solution had to be found was how to link up evaluation, research and planning.

75. A special effort was needed to ensure that educational planning was multisectoral, while particular attention had to be paid to certain specific problems such as educational planning for migrants or other disadvantaged groups, planning in multicultural and multilingual contexts and the integration of non-formal education into the planning process. Given the growing complexity of that process, the importance of a permanent dialogue between decision-makers, researchers and planners was also emphasized, as well as the urgent need to develop new forms of co-operation in the field of planning.

76. Several speakers expressed a special interest in the theme of excellence in basic education. What should be done to maintain the quality of such education in the face of mass demand and what changes should be introduced into the planning process so as to enable it to contribute effectively to that objective? In seeking to find answers to these questions, the participants expressed particular concern regarding the inadequate training of educational planners and administrators in that area and insisted that more interest should be taken by planners in all matters relating to research on the content of education, the learning process and pupil and teacher motivation. Noting that over a 20-year period conventional planning of the academic sort had not produced the expected results, the Congress stressed that basic education for all required renewed know-how and other planning methods more geared to quality.

77. Several participants also highlighted the need to strike a balance between central and regional planning and to decentralize the planning and management functions without allowing the system as a whole to lose its coherence. Some speakers, pointing out that effective management depended on the apportionment of decision-making power, regretted the absence of communication between central planners and those involved in implementation. This made it very difficult on the basis of central administration to cope with the growing complexity and heterogeneity of education systems. Decentralization did not necessarily imply a weakening of the role of the State, which should, rather, take on new responsibilities related to the promotion of participation and consultation. The need to set up mechanisms for co-ordinating the work of groups organized at the local level was also mentioned, as was the need to give fresh thought to planning within a conceptual framework in which the specific characteristics of communities and relevant research findings were taken into account. In certain specific cases marked by multiculturalism and multilingualism, it was suggested that polycentrism was the most suitable approach.

78. Educational administration should involve the conduct of collective negotiations with teachers and the 'consumers' of education in order, in each

particular case, to arrive at a consensus regarding the objectives and priorities of basic education. Measures should also be taken to enlist the support of families and communities, possibly through the audio-visual media which, in several cases, had proved to be very effective in promoting participation. In conclusion, the participants pointed out that the planning and managing of basic education for all was not the exclusive responsibility of ministers of education; the effective pursuit of that ambitious objective required a democratic and multifarious set-up involving a plurality of structures and social actors at the regional and local levels. With that in mind, planning officers should in future derive their legitimacy from a sharing of responsibilities among the various actors, which meant that a significant number of participants, including beneficiaries, had to be associated with the process. However, many participants believed that greater community participation in the planning process should in no case involve a relinquishment of the State's responsibilities with respect to basic education.

79. The Congress also examined the role of information in the educational planning process. Noting that the information needed for efficient planning and policy-making was inadequate, the participants spoke of the need to draw on an increasing variety of sources of information and to make better use of the information passed on by planners to decision-makers. Planning should also be concerned with bringing educators and social communicators closer together.

80. On the question of financing, the participants noted that there was a considerable gap between the sometimes enthusiastic pronouncements of politicians and the limited resources available. Implementation of the guidelines established at Jomtien concerning education for all would involve considerable additional expenditure, particularly for the developing countries, in respect of both the cost of expanding basic education and that of introducing the necessary qualitative improvements and the resources needed for applied research and evaluation. However, in a context marked by the collapse of the Welfare State, crushing foreign debts and cultural crisis, the role of the State would have to be modified considerably. It went without saying that in view of the shortage of funds experienced at the present time by so many countries, austerity and the promotion of basic agreements among the various social actors and partners would provide a propitious framework for rethinking the theoretical and practical aspects of an emergency planning and management system with the object of revitalizing and universalizing basic education and eliminating all forms of illiteracy in the world. The participants proposed the following five options, which, in some cases, might complement each other, in order to meet the financial requirements deriving from the commitments entered into in Jomtien:

promoting, at the highest level, social and financial covenants guaranteeing a minimum allocation, depending on each case, of 5 per cent of GNP to education;

including budgetary allocations for education in all ministerial departments;

securing foreign aid for education through the negotiation of innovative measures, such as the compensatory rescheduling of the foreign debt for every increase in GNP allocations to basic education;

decentralizing, in varying degrees depending on each case, the financing of basic education in order to reduce disparities and inequalities;

optimizing the use of resources, especially through the application of new information and communication technology.

81. Lastly, the participants stressed the importance of training in educational planning and management with a view to the implementation of the guidelines established at Jomtien. To that end, training in those fields for all agents of the education system, including teachers, school directors and administrators, should be institutionalized and strengthened. Mention was also made of the lack of specially trained planning and management staff, particularly at decentralized levels. In concluding their discussion of this theme the participants stressed the priority need to mobilize additional resources for the purpose of strengthening and improving the training of educational planners, managers, administrators and general activities staff.

(b) Educational planning and the human dimension of development

82. General agreement was reached in Commission I regarding the concept of human resources, including not only education but also culture, health, employment, science and technology, regarded as basic human rights. Consequently, the development of human resources involved the full, all-round development of the individual. For this reason, educational planning was not to be regarded in the same way as the planning of human resource development, but was to be considered a part of it. The costs of education, health and other services were then no longer regarded as a drain on the public sector but as productive expenses which should be supported and strengthened.

83. There was considerable debate in the Commission on the aims and objectives of educational planning. Many participants believed that basic education should aim at the development of general abilities and the basic skills which students need in order to 'learn how to learn'. Vocational training at the basic education level was mainly the responsibility of employers and firms. Some concern was also expressed that educational planning and administration should take into account the specific characteristics of each society. Conditions differed from country to country but commonly agreed upon universal principles, such as education for citizenship or for active participation in democracy, should be taken into consideration when the goals and objectives of planning and management activities were being determined.

84. Other participants stressed the education system's responsibility for preparing people for employment. In their view, educational planning had a special role to play, through formal and vocational education, in forecasting human resource needs and providing the qualified personnel needed by the economy.

85. Particular emphasis was laid on the relevance of planning and management for the development of education and human resources, it being considered that they should, among other things, help to guard against the wasting of resources.

86. At the approach of the twenty-first century, the planning and management of educaton and human resources needed to face up to a number of new challenges, even though some long-standing problems still awaited solutions, especially in low-income countries. One of the challenges was to define the type of education that should be offered, having regard to needs in the formal and non-formal sectors. Another challenge concerned the mass media, whose educational role was recognized as being increasingly important. The relationships between educational planning and the mass media still seemed to be poorly defined. The importance of science and technology for human well-being and their relationship to educational planning were other key factors which deserved the attention of those responsible for the development of education and human resources. As for the economic aspect of human resource development, this should not only be considered from a quantitative point of view, as had often been the case, but also be understood in terms of the process of transforming human resources into a development potential.

87. A number of social actors other than governments had been actively involved in human resource development activities and were playing an increasingly important part in them. Consequently, non-governmental organizations and the private sector should also be involved in the planning of those activities, but without reducing the responsibility of governments with regard to basic education for all. Some participants also suggested that clearly targeted projections, worked out in the finest detail by planners, could contribute to a more flexible approach to the definition of objectives, as the result of a process of negotiation between the government and other parties.

88. The role to be played by these new social actors suggested that approaches to planning would need to turn around three basic tasks. The first would be to establish priorities with a view to decentralization that would ensure greater autonomy for the people in charge. The second had to do with follow-up and evaluation of implementation, with the object of introducing the necessary adjustments. The third task would be to offset differences observed.

89. Other aspects of education were also discussed by Commission I. For example, it was noted that education had been successfully linked to employment through the combination of a macro-economic planning approach and a regional approach and through the use of surveys to identify production sector needs. A determining factor here had been co-operation between the government and productive sectors.

90. The relevance of the exchange of information regarding new approaches and experiences in planning and administration, both within and between countries, was also noted. In this connection, concern was expressed in regard to the need for more accurate and updated information to enhance the effectiveness of planning and management activities.

91. With regard to approaches, it was frequently mentioned that planning for human resource development was a complex and wide-embracing task, going far beyond the educational area, involving government agencies in charge of science and technology, health and employment sectors, among others, as well as actors in the private sector and non-governmental organizations.

92. Setting priorities was part and parcel of planning. It was noted that within the scope of the new approaches this task was becoming more flexible, more interactive and more dynamic than in the past. Conflicts among competing priorities - and, for that matter, among different perspectives - were to be solved by means of negotiations among the different actors responsible for planning activities.

93. Particular priorities were discussed. Among them, special attention was given to the issues of illiteracy and basic education for all. It was suggested that the provision of education should be particularly concerned with access to literacy teaching and schooling for the most disadvantaged social groups.

94. With regard to secondary vocational education, emphasis was laid on quality with a view to allowing students to choose between continuing their studies and entering the labour market.

95. In a different connection, the question of training opportunities for women at all levels of schooling and in different types of education was often highlighted. This priority stemmed from a number of considerations regarding inequality of opportunity and certain economic and social problems.

(c) The development of educational administration and management systems

96. In Commission II, the participants used the term 'administration' in a sense that also included planning (policy, programme and project formulation, implementaton and evaluation). In order then to report on the discussions as faithfully as possible, the concept of administration is used here in a broad sense.

97. The discussions concentrated on several points. First, the participants discussed the modernization of administration. A consensus then emerged regarding the importance of developing a computerized support system for planning and management. Thirdly, they discussed the human factor in planning and management, a factor which was recognized to be of capital importance in spite of the growing sophistication of planning and management approaches and techniques. Fourthly, they examined the characteristics and constraints of evaluation and its place in the planning and management process. The fifth point discussed was the changing role of the State in planning and management and the prospects of participation by different agents and/or sectors of society (considered geographically, socially, etc.) in the decision-making process. Lastly, they reviewed in detail certain epistemological aspects relating to the efficiency of the system and to the interplay between the technical and political spheres.

98. The concept of modernization did not seem to be generally accepted. While modernization might be considered by some to be an ideal to be pursued, it became clear that it could run counter to ideologies and ways of life. Furthermore, efforts aimed at the modernization of planning and management approaches and techniques might be thwarted by the actual economic capacities of certain developing societies. For example, what would be the use of highly sophisticated planning when there were marked inadequacies in the educational infrastructure and in logistical support? Then again, was scientific and technical development a linear process? Was it conceivable to make the leap entailed by the transition from a traditional kind of planning and management to another kind, with a considerable technological component, drawing consistently and in all cases on the use of computers?

99. The participants generally underscored the importance of computers as an aid to decision-making. Efforts to achieve computerization varied from one region to another and from one country to another within the same region. The participants were informed of certain experiences, especially in respect of school zoning using advanced techniques for the mapping and graphic representation of educational projects. This technique was interactive and made use of data banks available within the planning unit.

100. Computerization could be brought in for a variety of operations (concerning finance, staff, academic performance, quality of education, etc.). However, certain reservations were expressed regarding the effectiveness of the technology component in ensuring proper planning and management and regarding the possibilities of efficient use. Computers could not be a substitute for human rationality and policy choices. Furthermore, computer equipment was expensive, especially on account of its having a short useful life. Obsolescence rapidly set in and the costs of modernization were high. Societies with limited human and material resources had great difficulty in using available hardware efficiently and in replacing it at appropriate intervals.

101. The human factor in planning and management was the subject of lengthy comment and discussion. The main concern here was training and co-ordination among the various agents responsible for planning and management. The participants pointed to a real lack of highly qualified personnel with experience in the effective and efficient use of planning and management techniques (models, simulation, projections, expert systems, etc.). Participants from some regions spoke bluntly of a

crisis where training was concerned. The rather gloomy picture painted of the situation regarding planning and management expertise was made worse by job instability resulting from political change or simply from the non-competitive character of the public sector in relation to the private sector where applications of advanced technology were concerned.

102. Lastly, the content of the training of planners and managers was called into question. It was alleged that not only were they just feeling their way towards the proper use of computers, but also, when planners and managers were trained to use them efficiently, they suffered from a lack of general education. In spite of these shortcomings, it was reported that certain countries had started to experiment with software rather than use hardware already available.

103. The situation at present in most countries made it necessary to broaden the scope of basic training and to provide continuing further training for any serving administrators. This should include a grounding in sociological analysis, development of political awareness and facing up to the sometimes conflicting demands of national, regional and local realities. In certain forms of training, the development of managerial skills was based on an approach rooted in experience, whereby content could be reviewed in the light of parameters of action in the field (learning through action).

104. The need for consultation and co-ordination among the different agents involved in planning and management was another subject highlighted by the participants. Although the choice between the centralization or decentralization of systems hinged on the specific characteristics of each society, there was, however, a general tendency to seek to strike a balance between requirements arising from national goals and legitimate regional and local aspirations. There was now a trend towards the decentralization of centralized societies, while in societies marked by a high degree of local autonomy, a debate had started up on the need for agreement regarding the aims of society (success, quality of education, curriculum, framework). Some participants thought that the aims to be pursued by national planning and administration needed to be generous in order to attract support without arousing scepticism. Public administration (understood in the sense of systems management) should be closely associated with planning. Lastly, objectives might be pursued on the basis of an approach to education capable of inducing the various actors, at every level of responsibility, to rally to them.

105. Evaluation was dealt with by the members of Commission II as an integral part of the planning and management process, but no one actually disputed its relevance. The participants did consider, however, that to be effective, evaluation should take account of constraints arising from the national, regional and local context. It should also take account of particular criteria such as organizational cultures and of local history including institutional history. The best evaluation models were doomed to failure if they were not adapted to each particular context.

106. Furthermore, evaluation was often carried out without the valid or reliable basic data. To overcome this problem, the participants stressed that high-quality data banks should be created – an objective that was far from being achieved in some countries – and always be accessible for the purposes of comparison. They even suggested that when data needed for decision-making were not available, it should be possible to call in consultancy firms in order to obtain information and advice.

107. Evaluation took in a variety of concerns and had to include both quantitative indicators (enrolment, participation, retention rate, performance) and qualitative ones (command of conceptual and analytical skills, humanism, standards of learning). Furthermore, the evaluation of qualitative indicators should relate not only to school (formal) education, but also to out-of-school (non-formal) and continuing education.

108. It was, however, difficult to define the qualitative features to be evaluated as they often concerned ideologies that were hard to pin down, and/or coloured by political considerations. In addition to these difficulties, the evaluation of qualitative factors also had to address the question of measurement (how to delimit the features in question) and the interpretation and extrapolation of findings. Lastly, on the subject of qualitative evaluation, attention had also to be given to the question of the uniformity of the criteria for judging quality (their standardization within and among societies). What standard of education should be provided for children, adolescents and adults in general and, in particular, for the most economically disadvantaged groups and members of minority ethnic groups? Was it now possible to standardize internationally criteria and profiles in respect of quality when efforts were only just beginning to be made to find standardized quantitative indicators at that level? It was to be noted, lastly, that educational management became more complex as education was modernized and, as a result evaluation had to become interdisciplinary and pay greater attention to the many changing configurations of the socio-educational environment.

109. If evaluation was an integral part of the planning, management and decision-making process, it had to be carried out not only after but also during the formulation and implementation of programmes and projects. Evaluation was essential if there was to be constant monitoring of the education system in respect of its inputs and achievements. However, this aspect of evaluation was often neglected even though it was this that made it possible to transform potential failures into successes or at least to limit the damage.

110. Furthermore, if each educational institution were to assume responsibility for its own future, as was proposed in some quarters, this would entail continuous evaluation with a view to innovative and efficient organizational development. But as such institutional evaluation could not be imposed from above, it had to be carried out by people of equal status. Institutional regeneration thus became the starting-point and a prerequisite for changing the entire system. In conclusion, the aim of planning and management should be to bring in change on the basis of renewal within each institution, with the directors of education centres being involved. Planning and management could thus become a process starting at the bottom and going up the top, the role of the authorities then being to decide by negotiation between political responsibilities and the demands of planning and management.

111. Changing attitudes towards the State both in the East and in the West, in highly developed countries and in some Third World countries alike, were also making it necessary to think again about State planning and management. Referring back to the previously discussed question of the centralization/ decentralization of systems, some participants expressed the view that, whichever way the trend was, it provided significant pointers for planning and management, whether towards a tightening-up or towards liberalization. In both cases, not only was there increased participation by traditional partners (unions and pressure groups), but also partners that had previously kept their distance or sinply been missing (industry, employers and the business community in general) were now coming on to the scene. This was affecting planning and management processes and leading to the emergence of routines that had not yet been adequately analysed. Lastly, the trend for certain States to withdraw more and more from traditional sectors such as health and education presented a challenge to planners and managers. Furthermore, it could have regrettable consequences in economically weak societies whose citizens relied on the State to meet their basic needs.

112. It was also the function of planning to assist in the formulation of government projects in education, thus becoming a force for change by proposing alternative forms of education. It could also help to ensure more rational decision-making and to strengthen the State's managerial capability. In so doing, planning would help to make

for more feasible decisions by matching them more closely with the new requirements arising from the consensus achieved on educational projects.

113. Lastly, the participants turned to the question of the influence that planners and managers could exercise as social actors on options and strategies for planning and management. The political context would be decisive in that regard.

114. The Commission touched briefly on the issue of educational efficiency. Some participants stressed that the factors usually invoked to explain success at school did not always produce the same effects. Others considered, however that it was the methods of data collection and analysis that fell short. In their opinion, there existed a set of findings credible enough to be used effectively in planning and management. This discussion tied in with the one on the gap between the technical and political spheres. Although the debate did not lead to consensus on these particular aspects, there was general agreement, again in regard to the aim of increasing efficiency, on the need for improved information systems and for greater democratization of planning and management processes.

(d) Educational planning and management in a time of crisis

115. The discussions on theme (d), held during two plenary meetings, focused particularly on the following four questions:

key objectives and priorities for educational planning;

methodologies and linkages;

implications for educational planning activities;

implications for international co-operation.

116. During the discussions, the participants stressed that all planning activities should be directed primarily towards pupils as the main beneficiaries. The interests of all other individuals and organizations were important only to the extent that they helped to promote the interests of pupils. The participants stressed the need to look beyond the economic contribution of education (however important it might be), taking into account the broader role played by education in terms of values, culture, social practices and international relations. Lastly, planning had to be seen as an activity involving all those who were concerned with education. Rather than a monopoly of the State, planning was a responsibility which called for the involvement of several levels of society, from the official central administration to individuals, whether teachers or pupils.

117. In a large number of countries the crisis currently affecting education and giving rise to substantial constraints was rooted in the economic and financial context. The debt crisis in particular had been instrumental in reducing the amount of resources available to ensure educational development and quality. The crisis was not however of a purely financial nature. It was also a crisis of society, of the educational system, of the role of the State, of knowledge and of planning practices. Realism rather than pessimism should none the less be the dominant attitude. Growing recognition of the need for change could help to bring in the requisite conditions for reform. Planning priorities and practices in particular had to be thought out anew.

118. The discussion of planning priorities centred on five key issues, namely:

social integration and education for all;

needs for improved quality in achievements;

the need for excellence in the development of higher education;

the financing role of the various educational actors;

the diversification of education systems.

119. Planning to meet the demands for the social integration of currently marginalized populations would require new curricula, new forms of education, new techniques of needs assessment, data collection and financing, and a fresh approach to institutional methods of management and education. This would result in a greater demand for planners, administrators and teachers. The nature and extent of these new demands were still poorly understood and this would need to be remedied through research and policy analysis during the implementation of social integration programmes.

120. Many countries were shifting the focus of planning activities from the provision of the means for education to the evaluation of its results. It was noted that, even in a time of crisis, there was a fundamental need for measures to be taken in the interests of reforms rather than merely of cost-saving. Quality improvement in educational results was required in view of the meaning of the terms 'literacy' and 'basic education', which varied from one society to another, and the need to allow students to benefit from lifelong education.

121. The improvement of secondary and higher education must be seen as complementing and not competing with the development of basic education. Excellence in higher education provided the personnel for improvement at lower levels of education and promoted social and economic progress which could limit the adverse effects of the current crisis. Improving educational quality at primary and secondary levels would lead to a greater demand for higher education and this could be met only if higher education programmes were rationalized and matched with societal needs.

122. The financial crisis made it necessary to identify new sources of finance. The question of the sharing of responsibility for financing among the State, communities, the private sector, NGOs and individuals was seen by participants as part of a larger question concerning how the functions of regulation, administration, teaching and financing would be allocated. The next decade would be characterized by the processes of decentralization and democratization and by a greater concern with the qualitative dimensions of education. The central authorities must be prepared to transfer functions, authority, and resources if they wanted decentralization to be instrumental in achieving educational efficiency. In many contexts, the goal of education for all would require non-governmental resources to be mobilized. However, this had to be done without increasing problems of equity or reducing universalization of access.

123. Non-governmental organizations had a special role to play in promoting innovation and in increasing the effectiveness of government programmes; NGOs were not just a source of financial support - they had a real contribution to make to planning, implementation and administration activities. The effects of external aid could be both positive and negative. A dialogue between co-operation agencies and beneficiary countries was necessary if external support was to have an effective role in surmounting the current crisis.

124. Finally, the diversification of delivery systems (formal, non-formal, and through mass media and other communication technologies) could be expected to

increase at all levels. From the interactive radio-based literacy class to the open university, planners would have more options to choose from in attempting to meet the increasingly diverse needs of their populations. The key problem would be to maintain the quality of learning effects via different forms of education.

125. The discussions on methodologies and linkages were closely bound up with discussions on results and priorities because, where educational planning was concerned, these often hinged on improved methodology and linkages. The first topic discussed concerned the weak linkage between national economic planning and the planning of the education sector. Similarly, without special efforts by educational planners to fall in with the priorities of finance and national planning ministries, the educational sector plans might well become marginalized with very serious implications for the availability of financial and human resources for education. As many educational activities stemmed from planning in other sectors (agriculture, health, community development, labour), close links were necessary between those sectors if duplication of efforts was to be avoided and results improved.

126. Integration among the different levels of planning would become more critical as decentralization became a reality. Since the effectiveness of plans depended on those responsible for implementation, attention had to be paid to establishing proper connections between sector and subsector plans and programme and project formulation. Similarly, short-term planning and budgeting activities needed to be co-ordinated within the long-term planning agenda for the education sector.

127. Research and evaluation methodologies must be recast so as to give due importance to qualitative information and arouse the interests of those using the results. Planners had a role in transmitting research and evaluation results to policy-makers but it was increasingly important that they be able to interpret the results for them. Lastly, research needed to become more relevant for planners and decision-makers.

128. Extensive discussion centred on the role of information and information systems and their use by decision-makers. Information needed to be flexible having regard to the needs of the different users, the sources, and the level of sophistication required. The economic aspect of information was a key issue; planners would have to decide on the cost-effectiveness of increasing information needs and of the criteria of timeliness, coverage, accuracy and relevance. Information systems had to be decentralized in parallel with other planning functions. The implications in terms of technology, structural organization and training needs would be considerable. Technological changes were the easiest, but the biggest changes to be made concerned organization and staff.

129. The new information bases for educational planning would be required to facilitate decision-making at the regional, local, institutional and individual levels. A critical form of information would be that derived from evaluations (especially ongoing evaluations) designed to provide feedback for improvements in implementation and administration. The new information to be used in planning had to be congruent with the decisions taken concerning the allocation of responsibility for regulation, delivery, administration, and financing of the various levels and types of education. It needed to facilitate more democratic choices rather than support centralized decisions.

130. With regard to the implications for educational planning organizations, as responsibility for planning, for instance, shifted from central offices to regional and local centres or to institutions, non-governmental organizations and individuals, changes would need to occur in the capacity of planners to deal with such new responsibilities. As the legal basis for planning changed, so would the need for

networking. The participants stressed the need for greater horizontal linkages among national level planners (for example, to share experience in research and planning) and among regional and local planners (to compare implementation strategies and results and experience in respect of training programmes). These linkages were considered more important than the strengthening of vertical linkages between the different levels of the system.

131. This last topic, training, would be of paramount importance. As planning functions became more varied, so the profile of planners would change with a shift in emphasis from quantitative manipulation to qualitative interpretation and from technical capacities to interpersonal attitudes and abilities. Planning would become more persuasive and less coercive under the new planning systems and planners must be trained to meet these new demands. Technical and quantitative skills would remain important but would be supplemented by increased communication and negotiation skills, thereby facilitating participation in decision-making. Finally, it should gradually become the rule for training to be provided in the developing rather than the developed countries. For reasons of relevance, efficiency and equity, support for training centres in non-industrial States must become more substantial and sustained. The major obstacles concerned finance, organization and attitudes, but these could be overcome more easily if, in their funding programmes, aid agencies gave priority to the institutions concerned.

132. A new type of international co-operation and fresh priorities needed to be envisaged to underpin the reform of planning in a time of crisis. Education should become a global priority in keeping with the World Declaration on Education for All. Substantial and sustained commitments to education should be made in a form that does not worsen current debt burdens of the developing countries. International agencies should form new partnerships with developing countries and groups of countries and carry out their activities within a longer time-frame. Local capacity development should become a reality and dependence on technical and technological support from developed countries should be drastically reduced. 'South-South' co-operation should be encouraged and support for multilevel interaction among countries in the area of training and research should be translated into real incentives for action. Lastly, each country should be afforded greated independence in selecting its own priorities.

133. In sum, in spite of the crisis much progress had been made during the last ten decades in improving education and educational planning. The challenges of the next decade and the coming century could be met, in the participants' opinion, by building on what was known. It was therefore becoming necessary to develop research and information programmes that would increase knowledge. However, in view of the new trends towards democratization and decentralization, these guidelines could be translated into action only through broader participation in the planning process. To succeed in this endeavour, education and educational planning would have to guard against rigidity and short-sightedness and promote flexibility, sustainability and effectiveness. However, in planning as in politics, democratic structures did not make it easier to achieve this; but they did hold out the promise of greater efficiency and results oriented more towards the human dimension of development and more in line with individual and societal needs.

PART III

REPORTS OF THE ROUND TABLES

(a) Planning and management for excellence and efficiency in higher education

134. A first round table on planning and management for excellence and efficiency in higher education was held on 28 March 1990 within the framework of the Congress. It was attended by 50 specialists, including seven panellists.

135. The panellists and the numerous other speakers (more than 30 participants spoke during the discussions) singled out a number of basic issues facing higher education today, which they considered to be relevant to the two main topics of the round table, i.e. excellence and efficiency in higher education:

(i) how to cope with increasing student numbers; that is, how to manage the growth of systems and institutions of higher education, together with the resulting diversity and complexity;

(ii) how to raise the quality of teaching, training and research programmes;

(iii) how to do both (i) and (ii) above more efficiently and more effectively, under conditions of severe financial constraints;

(iv) how to secure maximum employment opportunities for higher education graduates.

136. At this time of crisis for higher education, the search for excellence is crucial in strengthening the role of this level of education as the main source for highly skilled human resources development. In adopting strategies for reaching excellence, there are not and there cannot be any ready-made rules and measures which would have general applications to all systems and to all institutions. The way to start – the participants agreed – is to develop awareness, among all the actors concerned, of the need to attain excellence: decision-makers, university administrators, teaching, research and support staff and, not least, the students themselves.

137. Mention was made of the following possible approaches and requirements for excellence in higher education:

The need to redefine certain goals and functions in higher education so as to strike the right balance between expansion (which is largely determined by external factors – demographic, social, economic and political) and the reinforcement of the quality and value of teaching, training and research. Many speakers agreed that, while no institution could hope to attain internationally recognized excellence in all areas of scientific endeavour and that certain centres of excellence would continue to exist and to strengthen their positions, new centres of excellence could be created through persistent effort and support, and a more balanced international distribution of such centres could be achieved.

The need to promote, and to impress upon public opinion, a new image of the university and of higher education in general, an image in which traditional academic values are complemented by an awareness of the basic needs of society. The central axis of that image resides in the role of higher education institutions as guardians and creators of new values, as critical judges and

fomentors of change in all spheres of life. This role is becoming more important than ever before.

The need to redefine contents and methods in higher education and to encourage greater responsiveness to societal demands, with due emphasis on the constant and rapidly changing nature of such demands.

The need to strengthen the international dimension of higher education, to develop a spirit of solidarity, of belonging to the worldwide academic and scholarly community. The search for excellence in each institution must be complemented by the wish and capacity to help build up excellence in institutions of higher education everywhere, particularly in the developing countries where it is most needed. This spirit of solidarity quite clearly implies not only partnership, but also the competitiveness and questioning attitude inherent in all true scholarship, in all endeavours to advance science and to search for truth.

138. The essential condition and the best guarantee for the achievement of excellence in higher education is the reinforcement of autonomy and independence in research and in teaching. Several participants pointed out that there is a new interpretation of autonomy which is emerging from the present close link between higher education and society. Never before have higher education institutions been required with such stringency to justify their independence and autonomy by assuming clear responsibilities vis-à-vis society in the broadest sense of the word.

139. As far as efficiency in higher education is concerned, it is imperative – the participants agreed unanimously – to take bold, imaginative steps in order to improve institutional management and governance in higher education. Universities and other higher education institutions were criticized by various participants for their loose management. What is needed is to develop managerial professionalism at various levels of the organizational structure of higher education systems and of their institutions. In this enterprise, better knowledge of how this is achieved in other sectors, including the economic one, acquires particular importance. In fact, in this exchange of knowledge, universities, as large non-profit institutions, may themselves have something to offer from their own experience in imparting a sense of common purpose to all their members: teachers, students and researchers.

140. On the other hand, what universities can and must learn from the economic sector are the norms and styles of governance, management and administration which are inherent in large organizations. They imply concern for cost-effectiveness, sharing of responsibilities, constant assessment and evaluation based on clearly defined performance indicators. The belief that these notions are restricted to spheres of life outside the academic world is no longer tenable. They are increasingly becoming realities and concerns of the everyday life of higher education institutions. They must be examined from the specific perspective of higher education so that adequate answers to the problems they pose can be found.

141. Considerable experience has been gained in various countries in the use of new information technologies in the management and administration of higher education institutions. The strengthening of information systems, of data bases and of various measurable indicators can, with the help of computers, turn these resources into valuable instruments for the qualitative analysis of higher education systems and institutions.

142. It was agreed by most participants that managerial issues affect a wide range of actors in higher education, some of whom had not been aware of their implications in the past. Hence the need to bring about a shift in attitudes regarding such

concerns. The most convincing way towards developing a new mentality is to undertake soundly based and systematic research on the complex issues involved in the planning, governance and management of higher education institutions.

143. In the improvement of the planning and management of higher education, co-operation at all levels - national, subregional, regional and international - is particularly important with regard to the gathering and exchange of information, to research and to training. The participants were unanimous in pointing out the role that Unesco can play in this particular field and greatly appreciated the Organization's initiative in launching a concerted plan of action for research and training on governance, management and administration in higher education.

144. Among the many recommendations for this plan were the following:

To systematically gather and disseminate information on new developments in the techniques and practices for the planning, management, administration and financing of higher education in various countries.

To encourage research on the planning and management of higher education, and to help establish links and active co-operation among researchers in this field internationally. The creation of co-operation networks at the regional level and, on that basis, of a possible worldwide network of institutions and individuals actively engaged in research and training programmes, was considered by the participants to be one of the areas in which Unesco could make an important contribution, acting in close co-operation with non-governmental and intergovernmental organizations.

To undertake an international, comparative study on excellence and efficiency in higher education, based on micro-level analyses of individual institutions, as well as on broader approaches aimed at identifying new developments and trends at the subregional, regional and international levels. Particular attention should be paid not only to cases of recognized success, but also to cases of systems and institutions which have encountered difficulties. One other topic for comparative study could refer to ways and means for securing external financing for higher education, including an analysis of the implications of privatization for the future of higher education, its potential benefits and also its potential hazards.

To organize training programmes (workshops, seminars, modular courses, etc.) for key university administrators and to help set up expertise and institutional self-supporting mechanisms for systematic and permanent training for such staff, acting in close co-operation with national authorities in charge of higher education as well as with international governmental and non-governmental organizations.

To encourage and to facilitate international co-operation in higher education, through direct institutional arrangements and through subregional, regional and interregional networks.

To undertake research on inter-university co-operation, with particular emphasis on the planning, management and implementation that such co-operation involves.

(b) Planning and management of non-formal education

145. Forty-two specialists from 25 countries took part in the round table on the planning and management of non-formal education on 28 March.

146. After a debate in which the participants expressed different theoretical considerations regarding the increasing provision of education as a matter of right, with the growing participation of civil society, as against a poor education for poor people, the following conclusions emerged:

On the basis of a multi-dimensional approach, the planning and management of non-formal education should assume greater importance in primary education, literacy work and basic adult education, through a strengthening of the institutions and bodies that carry out educational or training activities. This involves in particular strengthening the contributions of the private sector (vocational in-company training), of associations and co-operative movements (women, young people, consumers, etc.), of trade unions, of political parties and, in general terms, of non-governmental organizations established by the communities themselves and carrying out innovative programmes based on active public participation.

On the basis of a multi-functional approach, the planning and management of non-formal education must emphasize the cultural aspects of education. However, it should at the same time draw upon operational strategies facilitating improved organic links between the central and local levels and upon non-conventional strategies leading to social recognition of the target populations.

Better co-ordination with formal education requires new procedures for the planning and management of education which take into account the necessary flexibility of non-formal educational activities, the diversity of the areas to be covered and the need for active participation on the part of those newly involved.

Various comments and views were put forward regarding the role of the State. It was generally accepted that the State should play a threefold role as a source of finance, as a catalyst and as an organizer. This last role - the most important and the most complex - should be carried out through the establishment of mechanisms for co-ordinated and concerted action designed to rationalize and optimize the activities of the various actors/partners involved in education.

(c) The uses of microcomputers in educational planning and management

147. This round table, which took place on 29 March 1990, was attended by 30 specialists from 18 countries.

148. The participants emphasized the following facts affecting the present situation:

There is unequal coverage in the collection of data; coverage is fuller in some regions than in others.

There are often considerable quantities of data available, but the methods of processing and analysis, particularly as regards decision-making, are flawed and managers have not been trained to interpret the information obtained.

The computers and software available for data capture are plentiful and financially accessible to most States; they are becoming more and more sophisticated and may be used in networks. On the other hand, the expense involved in upgrading computer systems or replacing them as a result of technological change is considerable.

The use of micro-computers and the resulting decentralization sometimes result in the dispersion of data and information.

149. In the view of the participants, the priorities in the application of computer technology to the planning and management of education might be summarized as follows:

Establishment of an information and support network (journal, software catalogue, exchange of experience, newsletter, specialized regional libraries, etc.).

Preparation of awareness-raising and extension materials for managers, users, planners and teachers.

Preparation of teaching contents and methods concerning the operations of EMIS (education management information systems) and the analysis of information by means in particular of audio-visual materials.

Preparation of methods to analyse the needs of the various users (administrative and educational sectors).

Development of software for data-processing and information analysis on the basis of recognized indicators and for product and process simulations.

Studies on standardizing data by region or group of countries and on the type of data required.

150. Unesco was recognized as having a role as intermediary and catalyst in the exchange of information and in technical co-operation in these fields. However, such co-operation should be horizontal (promotion of exchanges between countries at similar levels of technological development). Co-operation should be interdisciplinary and involve managers, researchers, decision-makers and teachers.

151. This round table, which took place on 29 March 1990, was attended by 35 specialists from 27 Member States.

(d) Educational planning and management in small States

152. The main conclusions and recommendations were as follows:

There are at present over 100 'territorial units' in the world with a population of under 5 million. Seventy-one of these territories have a population of under 1 million; 32 under 100,000. Twenty-five of the 30 States which have achieved independence since the 1968 International Conference on Educational Planning have populations below 1.5 million.

These States exhibit great diversity in their geography, culture, environment and levels of income. And yet there are many common features including:

great economic, strategic, cultural and environmental vulnerability;

considerable dependence on external factors;

inability to benefit from economies of scale;

the strengths and weaknesses of societies where interpersonal relationships are extremely important.

All these features have an impact on educational development, especially in developing countries. Issues of special concern include:

the provision of post-secondary technical and vocational education;

the question of the curriculum and educational content: the need to reconcile national relevance with international recognition and mobility;

the management of external relationships so as to achieve synergism between regional and international linkages;

the integration of education within an overall human resources development policy so as to harness the potential of small societies for managing change.

153. These issues offer a major challenge to planners and managers working in ministries of education in small States. In some small States there are no specialist planners; in others there are one-person planning units. Nevertheless, some small States have managed to establish a planning process involving many different partners.

Personnel working in ministries of education in small countries are generally multi-functional. The smaller the system the more difficult it is to obtain a full-time specialist. With rapid staff turnover, often caused by emigration, the dilemma of how best to utilize scarce resources constantly arises.

Planning and management are influenced by the highly personalized nature of society. The faceless bureaucrat does not exist in small States.

Considerable demands are placed on ministries of education by their time-consuming links with overseas institutions; aid agencies, universities, examination boards, publishers and research centres. The management of these many external relationships demands skills which are often lacking.

Recognizing the educational planning and management challenges which face small States, the round table recommends that Unesco and other international organizations should design and implement programmes in support of education systems in these countries, particularly in the following fields:

research, including the development of research capacity at the national and regional levels;

training, including specially designed programmes for educational planners and managers;

technical co-operation, including support for developing these skills for the benefit of individuals and institutions in small States;

the establishment of networks, in particular between the educational systems of small States;

the strengthening of educational institutions, particularly through the continuing training of the staff of post-secondary training institutions;

a reappraisal of the technical assistance procedures in force in the co-operation and funding organizations so as to take fuller account of the special needs of small States;

the co-ordination of external aid programmes. Unesco and other international organizations could help to carry out this function.

(e) Evaluation and follow-up of educational policies, plans and reforms

154. This round table brought together, on 29 March 1990, over 70 participants for an open debate on the problems involved in evaluation, both from the conceptual and methodological point of view and with regard to its implementation, the utilization of the results and its place in the educational decision-making process. Six panellists presented studies specially prepared for this round table.

155. Among the points raised in the course of the discussion, the following should be noted:

The role of evaluation in the attempt to improve the quality of education, particularly with regard to schoolchildren with learning difficulties.

The evaluation of educational policies and its function in the planning or implementation of educational reforms.

The use of the results of evaluation in order to make the best use of educational investment and resources.

The timetable for evaluation, which is a continuing, flexible and time-bound process whose results have to be integrated into an organized and accessible information system.

The need for the participation of various actors in evaluation as a factor for success and efficiency: researchers, those in charge of educational systems, teachers at different levels (national, regional or local).

The usefulness of international comparisons which, provided that they avoid the danger of establishing what might be regarded as a table of classification, help to promote co-operation. In this connection, emphasis was again laid on the importance of not only North-South co-operation, but also South-South co-operation.

The aneutral nature of evaluation, which, whenever possible, warrants the use of several methods leading to an alternative strategy of evaluation.

The difficulty encountered by decision-makers in taking account of the results of the evaluations carried out.

The publicity which needs to be given to such results, with due regard for the advantages and disadvantages of systematic publicity.

156. In conclusion, there was considerable agreement among the participants that evaluation could play an increasing role in the work of introducing reforms into educational systems. In particular, the hope was expressed that Unesco would help in organizing and running one or more regional or international co-operation networks on evaluation with a view to encouraging its development and the training of persons responsible for carrying it out, following the example of what has been done by the Organization in the Europe region.

(f) Educational planning and the planning of educational facilities

157. The round table on educational planning and the planning of educational facilities took place on 29 March 1990. Twenty-five specialists (including eight

panellists) from 17 countries took part. The discussions were focused on the ten articles of the 'World Declaration on Education for All' (5-9 March 1990, Jomtien, Thailand). They discussed in particular how, with regard to educational buildings, the objectives of the Declaration might be achieved.

158. In particular, Article VI, 'Enhancing the environment for learning', provided an excellent starting-point for these discussions. The concept of 'education for all' leads educational building planners to seek a solution to the problem of designing, constructing and maintaining hundreds of millions of student places. In fact, over 100 million children have no access even to primary schooling, and more than 960 million adults are still illiterate today. These figures give an idea of the scale of the challenge facing school-builders and communities.

159. With regard to this Article VI, which could form the subject of a round table by itself, the participants agreed that the type of architecture to be provided should have, in this context, a number of essential features: quality, by seeking to integrate the users into their physical environment; flexibility and facilities for the simultaneous use of the building by adults, children, communities, etc.; respect for and the integration of local cultural values; the construction of a sufficient number of buildings so as to meet all present and future needs.

160. As far as Article I, 'Meeting basic learning needs', was concerned, the participants took the view that the physical facilities should be planned having regard to the diversity of individual cultures. They should be flexible enough to be adapted to any changes which might occur in the future and to facilitate a more creative attitude on the part of the users.

161. With regard to Article II, 'Shaping the vision' the round table stated that the unprecedented growth of information and communication systems was increasing the chances of finding new and better architectural solutions.

162. With regard to Article III, 'Universalizing access and promoting equity', it was pointed out that architectural projects should include an accurate analysis of the wide range of potential users of physical infrastructures, taking account of their sex, age, socio-economic and cultural circumstances, health problems and institutional conditions.

163. Regarding Article IV, 'Focusing on learning acquisition', the round table was of the view that the environment should be seen as a potential supplementary factor in learning.

164. Concerning Article V, 'Broadening the means and scope of basic education', the participants were in favour of multifunctional buildings and of their simultaneous use, of flexibility in the use of space and furniture and of an architecture respecting cultural values. New partners needed to be involved in the planning, design and use of such buildings.

165. In their analysis of Article VIII, 'Developing a supporting policy context', the specialists pointed out that new policies needed to be introduced in order to achieve greater participation and involvement by communities in planning their environment.

166. With regard to Article IX, 'Mobilizing resources', the meeting emphasized the need to find fresh alternatives for the administration and management of architectural services. Approaches other than conventional ones might be explored, as had been shown by some of the experiences mentioned by the participants (cf. para. 168 below).

167. With regard to Article X, 'Strengthening international solidarity', the sharing of technical information was regarded as important. Unesco already plays a role, which needs to be strengthened, in the dissemination of information through its International Information Network on Educational Buildings and Furniture.

168. A number of points were raised in connection with the articles mentioned above. One participant mentioned 'leasing' as a possible means of raising income: a firm builds a school which the community initially rents and only at a later date does it become the owner. During the discussions the important issue of architecture as an expression of culture was frequently raised. Emphasis was laid on the importance of simplicity of design rather than the use of standard plans. In the opinion of the participants, educational centres should provide an example of what can be done in poor communities to motivate community action. The barrier between educational and cultural buildings should disappear as a matter of course after the concept of basic education has become generally accepted. Natural disasters have become a major concern at the community and national levels: buildings should be sufficiently sturdy in order to serve as a shelter for the whole community. Great stress was laid upon the importance of community participation, as well as the need for buildings to be maintained. Maintenance plans should include provision for financing.

169. In conclusion, the participants in the round table were unanimous in requesting that the subject of school buildings should be directly included in future in the agenda of any similar congress on education.

PART IV

RECOMMENDATION OF THE MEXICO CITY CONGRESS

The participants in the International Congress on Planning and Management of Educational Development,

1. Being aware that:

   (a) the dynamics of change that are generated by the reform and restructuring of State institutions present a new challenge for educational planning and management,

   (b) the human dimension of development includes, besides job-oriented training, basic education, improvement of the quality of life, conservation of natural resources and the environment in general and the needs arising from longer life expectancy,

   (c) the need for a concept of development that is compatible with modernization and economic growth together with a fairer distribution of resources, demands that education should play a fundamental role,

   (d) the economic, environmental and cultural crisis in many countries - and, particularly for some developing countries, the problems arising from their external debt - has a social and political impact that affects the development of education,

   (e) there exist unsatisfied educational needs in every country which are revealed in different ways and at different levels,

2. Recognizing that these situations constitute an unprecedented challenge regarding both changes in the very concept of education and the approaches to and processes of educational planning and management,

3. Noting that despite the considerable progress made over the last three decades, often with the support of Unesco, the role of educational planning and management must be redefined in order for it to be adapted to the many factors that determine the progress of education and its contribution to overall development,

4. Taking into account the results of the World Conference on Education for All, recently held in Jomtien (March 1990), and particularly the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs adopted by that Conference,

5. Endorsing the objectives of International Literacy Year (1990), the Plan of Action for the Eradication of Illiteracy by the Year 2000, adopted by the Unesco General Conference at its twenty-fifth session (November 1989), the World Decade for Cultural Development (1987-1997) and the Fourth United Nations Development Decade (1990-1999),

6. Recognizing the decisive role that must be played by educational planning and management in helping to mould the societies of the future,

I. GENERAL CONSIDERATIONS

Draw attention to the need to bear in mind the following general considerations when formulating national policies and strategies for education:

1. The right to education as a factor in personal development and in preparing the individual for participation in the political, social and productive processes must be ensured;

2. The conditions must be created for education to become available for all, especially by:

   (a) democratizing access to and improving the quality of the education offered;

   (b) obtaining significant results by ensuring that students complete their studies at each level of education;

   (c) promoting special supporting measures to ensure access to and effective participation in the learning process by women in rural areas, refugees, the disabled and other disadvantaged groups;

3. Steps must be taken to meet the growing demand for better social services by making education into a continuing lifelong process and by taking into account the profound changes in the economic, information, communication, science and technology sectors;

II. BASIC REQUIREMENTS REGARDING THE PLANNING PROCESS

Suggest that the following basic requirements be emphasized in national planning processes:

1. Forward-looking scenarios need to be constructed in order to explore the future and initiate processes of social change through education, while encouraging the use of the various ways and means available in formal and non-formal education;

2. The planning and management process should be democratized, with greater participation by all the relevant social actors, in order to improve strategic planning and management capabilities, mainly with regard to consultation, supervision and guidance and to the formulation of more precise standards of quality and performance;

3. Planning activities at the intermediate, local and institutional levels need to be strengthened or introduced in the process of reforming State institutions, by incorporating programmes that are better adapted to the diversity of regional and local situations, thereby promoting decentralization and social participation;

4. Training and further training programmes for planners and managers need to be re-examined, updated, strengthened and institutionalized in the light of the new demands on educational planning and management;

5. Better working conditions must be provided for teachers and, given the diversity of the actors directly affected by the processes of planning and management, an attempt must be made to develop in teachers a mental

attitude which is receptive to the working methods and procedures specific to educational planning and management;

6. Information systems should be strengthened through the construction of new indicators, more systemic use of data and more extensive development of qualitative analysis;

7. New avenues of research must be developed and ongoing studies on the improvement of the learning process, better knowledge of learning outcomes, the preparation and introduction of incentive measures in both formal and non-formal education and the evaluation of innovative paradigms for planning involving new actors and systems must be consolidated;

III. RECOMMENDATIONS TO UNESCO

Recommend that Unesco:

1. Intensify and diversify its regional and international co-operative efforts in the field of educational planning and management, especially in the strategic areas identified by the International Congress on the Planning and Management of Educational Development, namely:

   educational planning and management in the context of the renewal and universalization of basic education and the eradication of all forms of illiteracy throughout the world;

   educational planning with reference to the human dimension of development;

   the modernization and development of educational administration and management systems;

   educational planning and management in a time of crisis;

2. Encourage the setting up of flexible co-operative networks in order to establish links among educational researchers, planners, decision-makers and the relevant institutions with the object of ensuring a regular exchange of information and experience and providing access to the latest information on the subject of educational planning, policy-making, administration, monitoring and evaluation; and, with due regard for regional networks, organize a worldwide network of specialists and institutions involved in training, research, information and innovations in educational planning, management and evaluation;

3. Undertake and encourage activities that strengthen analytical and managerial capabilities in the field of education, from policy analysis and planning through administration and financial management to the preparation and introduction of specific programmes and projects, for example in relation to the planning of educational facilities or planning in small States;

4. Devote special attention to co-operation for the wider application of new information technologies;

5. Assist Member States in achieving the goals set forth in the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs by contributing to the planning and monitoring of programmes involving all forms of education;

6. Strengthen its training and research activities in the fields of educational planning, management, evaluation and research, taking into account future needs, through its substantive division at Headquarters, Regional Offices, IIEP and other units, acting in close liaison with specific projects, programmes and bodies pursuing the same objectives at the national, subregional and regional levels;

7. Undertake, in co-operation with Member States and international governmental and non-governmental organizations, studies on the key themes examined by the Congress, in order to enrich the international store of information and experience, mainly in respect of new concepts and renewed practices in educational planning;

8. Seek innovative formulae in order to overcome the main financial constraints affecting education, by stimulating and mobilizing financial and other forms of external aid to developing countries and by encouraging an increase in national contributions based on an assessment of the various domestic possibilities.

ANNEXES

I. Agenda

II. Opening addresses

III. Closing addresses

IV. List of documents

V. List of participants

ANNEX I

AGENDA

1. Opening of the Congress

2. Election of the President

3. Election of the five Vice-Presidents and of the Rapporteur-General

4. Adoption of the agenda

5. Organization of the proceedings and constitution of the Commissions, the Special Working Group and the Bureau

6. Review of the situation and of the new prospects for educational planning and administration, particularly in relation to the following four themes:

   6.1 The role of educational planning and administration in the context of the renewal and universalization of basic education and the eradication of all forms of illiteracy throughout the world

   6.2 Educational planning and the development of human resources

   6.3 Modernization and development of educational administration and management systems

   6.4 What type of planning and what type of management for education in a time of crisis?

7. Adoption of the final report and of the proposals for action to be undertaken at the national and international levels

8. Closure of the Congress

ANNEX II

OPENING ADDRESSES

Address by Mr Sylvain LOURIE
Representative of the Director-General of Unesco

Excellencies, Ladies and Gentlemen,

I have pleasure in conveying to you the respectful and cordial greetings of the Director-General of Unesco, Mr Federico Mayor Zaragoza. On his behalf as well as on my own, I should like to tell you about Unesco's special interest in this event, the second of its kind in 22 years. For this reason it gives me great pleasure to open the International Congress 'Planning and Management of Educational Development', the first technical meeting organized by Unesco to ensure the follow-up to the decisions adopted at the recent World Conference on Education for All in Jomtien.

I should first like to welcome the Minister of National Education and, through him, the authorities and people of Mexico who are so generously hosting this Congress. Once again, Mexico is demonstrating its constant determination to contribute to the establishment of co-operative relations among all the nations of the world. Your presence at this opening meeting, Sir, is signal testimony to the importance that the Government and the people of Mexico have always attached to education and to the work of Unesco.

Since the foundation of Unesco, many are the Mexican citizens who have played a leading role in the advancement of education in their country as well as at international level. In this respect I should like to recall that Mexico not only played a decisive role in the establishment of our Organization, but also gave Unesco one of its most outstanding Directors-General, Mr Jaime Torres Bodet.

Allow me also to extend my greetings to the distinguished specialists and observers who have come here from all regions of the world, and to the representatives of institutions and organizations of the United Nations system, international and regional bodies, governmental and non-governmental scientific associations, many of whom have undertaken to ensure that the World Declaration on Education for All, adopted in Thailand, is translated into reality.

Excellencies, Ladies and Gentlemen,

I feel that it is most significant that this Congress is taking place in Mexico City where, in December 1979, the Regional Conference of Ministers of Education and those Responsible for Economic Planning of Member States in Latin America and the Caribbean unanimously adopted the 'Mexico Declaration' which formed the basis of the Major Project in Education and without any doubt inspired the 'Framework for Action' of the recently adopted 'World Declaration on Education for All'.

The World Declaration, which represents the culmination of an effort to mobilize international support for education and which was drawn up jointly by the World Bank, UNICEF, UNDP and Unesco, undoubtedly constitutes a considerable challenge for all the inhabitants of our planet. This Congress marks the beginning of a new phase during which the goals of education for all must be met. The Jomtien Conference considered that a massive decrease in illiteracy must be achieved rapidly. For some countries this goal has to be attained even before the end of the century. The coming years will therefore be decisive for the future of hundreds of millions of individuals, and in the great world upheavals that transform the lives and aspirations of so many people, education will naturally be called upon to play a creative role. To move from such ambitions to concrete achievements, however, presupposes a sound organizational and managerial capability.

For this reason, many countries will have to undertake the work of planning and management on the basis of international co-operation and ensure that the process leading from the formulation of educational policies to the expected benefits is effective and swift. We know that this hope is shared by all the representatives and specialists of the member countries of Unesco and by governmental and non-governmental organizations.

Excellencies, Ladies and Gentlemen,

There is a further reason for us to be particularly pleased that the Congress is opening today in Mexico and, more generally, that it is being held in Latin America. I should like to point out that many of the Member States of this region played a pioneering role when they adopted in the 1950s education plans prepared on the basis of approaches, methods and techniques that were to be disseminated worldwide during the ensuing decades.

While Unesco's action in the field of educational planning and management has always been universal in scope, and while it is also true that all regions of the world have participated within the framework of the Organization's programmes in the development, implementation and evaluation of appropriate processes and techniques, it has been the developing countries in particular over the last 30 years which have sought to acquire a national capacity for educational planning and for the modernization of their educational administration, turning frequently to account the contribution made by Unesco.

Thus for many Member States, the introduction of educational planning has helped to make for the transformation of poorly adapted, incomplete school networks into proper educational and training systems designed both to meet the need for qualified personnel in fledgling economies and to enable the population as a whole to have access to knowledge and culture. Seen in this light, the essential task of educational planning seems to be far from being completed. Although most countries have educational planning structures, they still cannot count on qualified personnel. Yet the real challenge for us is the position occupied by these men and women in the process of reviewing options and taking decisions. In most countries, the existing education and training systems are often poorly adapted and relatively inefficient. The choices entailed by any change in curricula and methods are frequently made for essentially political reasons without any close consultation with planning experts.

In short, this great planning industry, launched by Unesco some 30 years ago for the development of national education and training systems, remains an ongoing concern. It is in this context that Unesco intends to continue to seek with national specialists ways and means of developing national capacities for educational planning and management, with the aim of providing an enlarged, qualitative and constantly renewed information base to underpin sovereignly established policies.

Thus the waning of interest that has become more apparent during the last decade where educational planning is concerned should become less pronounced as planning moves away from pseudo-scientific theory, the collection of statistics or the drawing up of projects, and becomes at once a means of facilitating the task of decision-makers and a system by virtue of which a strategy can be devised for implementing the decisions reached.

Excellencies, Ladies and Gentlemen,

From what I sketchily indicated, it may be noted that experience in educational planning has, fortunately, taught us much since the 1968 Paris Conference on Educational Planning.

The experience gained by the developed and developing countries has shown us that no less than the former hypotheses underlying educational planning should be reviewed. This is not only a reflection of the changing character of the demand for education, but also of the drastic changes in the role of planning which can no longer be rooted in theory or in systematic and linear assumptions, but is increasingly marked by differentiated strategies.

This process of retooling educational planning is the natural result of the growing demand for collective participation and flexible reactions to new challenges, for the involvement of new actors in the decision-making process, and of the new roles of the State and other interested parties in meeting the educational needs of the population.

At the same time, and partly for this reason, financial constraints have profoundly influenced the changing role and character of educational planning which must operate not in a 'state of plenty' but under conditions of austerity.

The new information technologies which have brought about an authentic revolution over the last 20 years in all aspects of our lives have furthermore contributed a new dimension to educational planning, opening new vistas in data collection and processing, policy analysis and management, and in drawing up anticipatory scenarios.

Educational research and reliable information have become a basic prerequisite for decision-making, while evaluation and monitoring have shifted from being rhetorical aspirations to operational mechanisms for adjustment.

All this has led us to a new vision of the notion and the practice of educational planning. In summary, planning has become more strategically oriented, flexible, participative and subject to timely and appropriate evaluation.

Thus, in spite of considerable differences between countries and regions, this new approach to educational planning is increasingly prevalent not only in developed countries, but also in developing countries where the problem of illiteracy is to be addressed constructively by the entire international community in the course of the forthcoming decade.

Excellencies, Ladies and Gentlemen,

Let me close by inviting every one of the participants to look realistically – but with imagination – at the true role planning plays and is likely to take over in our complex, changing world. Let us not confuse ends and means: planning and management are to serve education just as education serves complex societal aspirations and needs. We must, as professionals, help propose those measures which will make the Jomtien Declaration a reality.

To specialists we must formulate concrete guidance for international co-operation so that planning – whatever instrumental significance we attach to it – becomes an essential link between peoples and decision-makers as well as among peoples of the same nation. In this way planning will become an instrument of international understanding. It will have come of age!

With the expression of this hope, to all of you go my heartfelt wishes for constructive, credible and operational results to come out of this second Congress on Educational Planning organized by Unesco.

Address by Mr Manuel BARTLETT DIAZ
Secretary of Public Education of Mexico
Member of the Executive Board of Unesco

It is only just over two weeks since the international community met in response to the invitation extended by Unesco, UNICEF, UNDP and the World Bank and adopted the Jomtien Declaration and Framework for Action to Meet Basic Learning Needs, which will ensure education for all by the year 2000. One hundred and forty countries undertook to attain the objectives set out in that Declaration.

In his closing address, Federico Mayor, Director-General of Unesco, stressed the importance of international solidarity for the success of the strategy, stating that international solidarity would 'be reaffirmed at the forthcoming international congress on educational planning to be held in Mexico City' at the end of March.

At the same meeting, James Grant, Director-General of UNICEF, committed his organization to support the endeavours and results of the International Congress on the Planning and Management of Educational Development which is opening today. Thus, immediately after the Jomtien Conference, we have already moved into action.

It is a matter of satisfaction to all Mexicans that this event, which is so important for international organizations and to which your presence gives added lustre, should be taking place in our country. Its purposes are in line with the priority that the President of the Republic, Carlos Salinas de Gortari, has assigned to the modernization of education in his national plan of action.

The link between Jomtien and this Congress is reflected in a common commitment: to translate education for all into reality. In practical terms this means deciding on strategies and considering suitable means of eliminating illiteracy and making basic education available to the whole population. This is the first time that a meeting endorsing the conclusions of another meeting immediately preceding it has been held to consider alternative methods of implementation.

Here, today, international solidarity does not mean simply reiterating goals proposed long ago, at other levels or by other bodies. The purpose of our commitment today is rather to give expression to our resolve to achieve results and to consider the strategies that might be adopted.

At Jomtien, the nations of the world undertook to carry out a titanic task in a very short space of time. If they are to achieve it, they will have to make up their minds to do so, transform practices, exceed the limits of their systems and modernize them, in other words, engage in a complicated process of deep-seated, difficult change. Planning has a decisive role to play here. It is therefore for the Congress to establish the correlation between substantive ends and effective means. This is what is expected and required of planning and administration.

We must at all costs beware of a further instance of good resolutions being marred by unsatisfactory results. This then is the idea underlying this Congress. A wide range of measures must be taken that will truly lead to the transformation of education. Such a transformation will not be achieved, however, unless joint responsibility is actively assumed by the authorities, pupils, parents, teachers and, in particular, communities, which at the same time promote and benefit from educational facilities and services.

With that in mind, an appeal was made at Jomtien for action to be taken towards a common objective and, in particular, towards achieving effective results. To that end, serious, comprehensive thinking will be required, based on participatory interaction and capable of generating a consensus rooted in solidarity and ushering in appropriate, flexible and innovatory administrative machinery.

This Congress should answer one fundamental question: how can a resolve to bring about participation in a spirit of solidarity lead to lasting and effective educational action?

The Congress will need to do more than produce theoretical considerations or statistical studies. It must succeed in proposing fresh alternatives for the formulation of programmes and the mobilization of resources which give evidence of international and regional co-operation, but above all it must propose ways to countries of co-ordinating action by the State and by society, creating the means of harmonizing social values and interests and determining technical requirements for the provision and management of education for all.

Such is the role of educational planning. We know from experience that it is not an easy one.

At present, the very concept of education is being called into question as it is no longer confined to the classroom, or limited by factors to do with age, content or ways and means. It is therefore impossible to achieve education for all in practice by simply doing more of what has already been done to no avail. The chances of success are even slimmer when the economic context is uncertain in a large number of countries and has to be developed in the face of shortages and the need for major streamlining operations. The financing of education is a general problem, but it is even more acute in the developing countries where it is usually impossible, especially now, to achieve both the qualitative and the quantitative development of education. This being the case, the task of educational planning needs to be thought out afresh and new ways of proceeding have to be found. It is not enough simply to change its name for it to become 'strategic'. More is needed: planning must be directed effectively and methodologically towards mobilizing both efforts and resources.

This is the basis of Unesco's thinking in defining the objective of this Congress as that of analysing 'the evolution of educational planning and administration since the International Conference on this same topic', identifying 'those new situations and new paradigms which affect the development of educational systems', and seeking to identify 'the probable challenges which planning and administration of education will have to face'.

A critical analysis would probably reveal that educational planning has often become rigid, vertical and compartmentalized. As a result, its contribution towards meeting educational needs is inadequate. Often too planning has been restricted to ascertaining the resources required to attain quantitative results and has led to the mapping out of a future that bears no relation to the needs, interests and possibilities of those involved in educational action. In the same way, it has not been able to suggest appropriate measures to offset the lack of resources or to recognize or exploit areas of independence. Educational planning has often failed to take major national objectives into account, and ignored national history and culture, employment requirements and the aims of national planning.

Instead of making for a flexible approach to administration, this has prevented it from developing owing to excessive red tape. Our current objectives demand that management and evaluation overcome these limitations and be open to general participation.

Above all, planning and administration cannot be dissociated from the growing complexity of the educational process. What can be done to shake up these systems where there is a need for teachers, parents, pupils and the entire administrative apparatus to operate differently, reconcile their interests and pool their efforts?

When participation, consensus and the shared responsibility of educational agents is sought in order to achieve education for all in harmony with national guidelines, it becomes easier to identify the changes that need to be made to planning models and the administrative machinery.

Education is a task that concerns us all, whether under the headings of supply or demand, the State or society, teachers or pupils, work, school or home. In this many-sided context, we can easily come up against misunderstandings and inertia which must be overcome or remedied. Planning must be part of a process that is at once technical and political, efficient and democratic.

No one who is directly involved in education can fail to take an interest in their role, rights and duties. In the same way, no technical process – planning, management, evaluation – can neglect those who are directly involved. We can neither avoid acting with method nor ignore the complexity of the network of areas of independence that this presupposes.

Plans and systems are therefore appropriate only if they are rooted in the consciousness of those who teach and those who learn and if they are based on reliable and effective procedures.

Innovatory planning which co-ordinates and maps out this work cannot be carried out vertically or by external agents. It cannot be left to the sole responsibility of administrators and experts operating from a global, general standpoint that disregards the work of education and those involved in it. But nor can it spring from the cult of spontaneity and indifference to order or reason. The new type of planning will be developed on the basis of values, technology, history, culture, participation and efficiency. Since Jomtien has become synonymous with promoting change, making it the norm and steering it along the road of justice, we need planning tools which, while respecting the rights of all, recognize the general interest and give momentum to a radical transformation.

If it is to be successful, educational planning must be concerned with developing the process of consultation, devising methodologies and practical models for application at the various levels of co-responsibility and competence, the operational training of all those involved in planning, management and evaluation, seeking new directions and, especially, promoting participation in respect of implementation.

The world today is resolutely moving forward on the road to democracy. This leads us to look into every possible aspect of social organization and sign posts the way towards social participation in education. Democracy means acknowledging all the rights and obligations of participation in all areas, and especially in that of education. This is why we want education to be democratized, but also to become democratic, which means assuming the right and the duty to participate.

These two conditions must also be met when speaking of planning. If we really do want education for all, we must also establish a type of planning which is the responsibility of all and which at the same time is put into practice by all. Planning will thus become an integral educational process and a factor for democratization and social change.

The risk of interpreting 'everyone in general' to mean 'nobody in particular' is always present. How can it be avoided? First of all, planning must shake off its vague and impersonal connotations so as to involve those concerned at the practical level, starting at the grassroots. For it is there that all the factors and individuals that shape education are to be found and have their being.

At Jomtien, we also discussed national education as an essential instrument for cultural integration and the development of each nation and as a true expression of sovereignty. In that context, we spoke of the need to enlarge and give effect to that responsibility which is shared by the State and society.

It is for this reason that planners must face up, on the one hand, to the challenge of decentralization and the establishment of mechanisms, strategies and activities hinging on participatory educational management and, on the other hand, to the development of educational action forming part of a coherent pattern keyed to national commitments and objectives.

None of this will be possible unless planners regard their work as an educational process requiring that they themselves change their views, attitudes and motivations and establish strategies that promote and encourage participatory responsibility, reconcile differences and fit areas of independence into a harmonious whole while serving the general interest and the individual.

At Jomtien we solemnly reaffirmed the pledge made at the twenty-fifth session of the Unesco General Conference to generate new situations from which specific commitments might emerge in meetings organized by our Organization.

I should like to repeat here what I said in Jomtien. Making the principle of education for all a reality is an enormous undertaking which will have to be translated into practical action. Planning and programming such action will allow us to recognize the roles to be assumed at each level: national, regional and international. The challenge now is to give hard evidence of this commitment to solidarity.

At the national level, it is for every country to draw up its own educational policies, strategies and plans and to call on international and regional organizations to co-ordinate their resources, functions and activities in line with national priorities and planning approaches.

At the regional level, existing institutions should be used to implement joint projects, develop horizontal co-operation and prepare regional and subregional plans and programmes, co-ordinating activities concerning common problems so as to use available resources to the best effect.

At the international level, there is an urgent need to promote education for solidarity which will allow us to understand that the problems of one country are the problems of all countries, that achievements of any sort become useful to all if they give rise to true participation and collaboration, and that we are endeavouring to promote widespread change because we have adopted the cause of international solidarity.

The President of Mexico has said that the modernization of education is the top priority of the country, but he has placed it in the context of a national policy of solidarity, based on the principle of justice and productive well-being.

We shall be able to attain this objective only with the help of planning and management tools that are modern, flexible, democratic and efficient and reflect this spirit of solidarity.

In thus welcoming you on behalf of the President of the Republic I am not guided simply by etiquette, especially since we are actually embarking on an undertaking that calls for a concerted approach, a readiness to engage in dialogue and unshakable optimism. Many indeed are the hopes that have been raised by this meeting. Rest assured that you may truly make yourselves at home here, and this I hope will make your work more pleasant and lighten your responsibility for ensuring that these coming days leave their mark upon the history of education.

ANNEX III

CLOSING ADDRESSES

Address by Mr Sylvain LOURIE
Representative of the Director-General of Unesco

Excellencies, Ladies and Gentlemen,

These five days which we have spent together have given us a unique opportunity, of benefit to us all, to engage in work and exchanges which I know have been both rich and stimulating. Rich because each of us leaves with new knowledge of varied and original situations and experiences. Stimulating because we are all more aware of the 'organized complexity' both of education itself and of educational planning and management which together serve as its essential tool.

Perhaps just as important is the nature of the meeting itself, which has again or for the first time brought us face to face with colleagues from all over the world with whom we shall be able, individually or through our institutions, to increase our knowledge and develop our skills even further. This Congress has drawn its unique vitality from the 402 participants from 113 countries, nine organizations of the United Nations system, 11 intergovernmental organizations and 12 non-governmental organizations.

This week has of course also given us an opportunity to take fuller stock of our limitations. Perhaps we share the impression that we have identified more problems than ways of overcoming them. Thus we have again been made aware of the chronic constraints that have been dogging our footsteps for many years and have expressed aspirations which had already been voiced at the first International Conference on Educational Planning in 1968.

Although we are more familiar with the causes and effects of problems such as educational wastage, teacher motivation, adult illiteracy, unemployment among qualified graduates, the gap between many universities and the productive sectors of economic life and social growth, along with many others, can we really define the precise role of the planning process in solving those problems? We are of course all agreed that this process can in no way be confined to school education. As long ago as 1968, the then Director-General of Unesco recalled, when opening the Conference on Educational Planning, that planning should cover the whole educational spectrum, from primary school to university, from in-school activities to the out-of-school environment and that it should be concerned with adults as well as with children. If one also adds early childhood education, I think that no one here, 22 years later, would contest that view of educational planning. But we have not yet achieved that goal.

On a more optimistic note, I am convinced that once we have had time to peruse the 132 documents submitted to us for consideration and have been able to cast our minds back over this week's debates, we shall see that the distance separating us from our goal is decreasing considerably. Today, perhaps more than in the past, it is hoped that the regeneration of educational planning and management will do much to meet the challenge of Jomtien. It is up to us now to spur on, inform, advise and assist the decision-makers in our respective countries and organizations so that they take immediate steps to identify and gradually meet the basic education needs of all people.

The broader view of basic education recommended in the World Declaration makes our task even more arduous. Although access to education and a fair distribution of educational opportunities for all - which it is our constant duty to ensure - remain imperative, we now have to find the means of stimulating effective and lasting participation by those who benefit from educational programmes, as well as those who have not yet been able to do so, so that they may all achieve

knowledge and know-how that will stand them in good stead for ever. This view which places emphasis on the fact of learning and what has really been acquired through learning is ambitious, it is true, but it constitutes the essential basis for our task which we must undertake with enthusiasm, perseverance and humility.

Fortunately, we have three decades of experience behind us, marked by successes, uncertainties and failures. That experience enables us to trace out a number of possible scenarios, useful lines of action and strategies for implementation, on the basis of which we may succeed in furthering international co-operation and strengthening it in the future. Together we must find new ways of collaborating, particularly with the new actors involved - families, local authorities, non-governmental organizations, the private sector and many others. Unesco has the heavy yet stimulating responsibility of providing Member States with its support. It will do so through those organizations and specialists that are willing to collaborate with it in rapidly giving tangible form to the follow-up to the Jomtien texts and to the deliberations and conclusions of our Congress.

The Recommendation and the general report which you have just adopted will be brought to the attention of the Director-General of Unesco, Mr Federico Mayor Zaragoza, and will guide the Secretariat not only in implementing the Organization's current programme but also in drawing up the next biennial programme (1992-1993) which is already in preparation.

Your final report, which is addressed mainly to the Director-General, will be circulated to all Member States in accordance with the usual procedure and will in particular be made available at the International Conference on Education to be held in Geneva from 3 to 8 September 1990. That intergovernmental conference, organized every two years by the International Bureau of Education (IBE) under the auspices of Unesco, will concentrate this time on the struggle against illiteracy and, thanks to high-level ministerial participation, will be able to make the decisions of the World Conference in Jomtien even more operational.

Our Congress in Mexico City today and the International Conference of Education in Geneva are, in different ways, two of the most important activities now being undertaken by Unesco to ensure the immediate follow-up to the World Conference on Education for All. And so it should be, as the Organization has been given the task by all its Member States of providing the services required by the international community as a contribution towards achieving the objectives set at Jomtien in the years to come. Unesco intends accordingly to make all its facilities (networks, Regional Offices, specialized institutes and Headquarters services) available to Member States and their partners so as to ensure that men, women and children - young people and adults - may be given help in meeting their basic education needs.

I would therefore ask you to maintain close links with our Organization so that we may know what action you are taking and be informed of your requests for information and contributions. You too can help us in this venture by making your expertise and experience available to the international community, either through Unesco or through the many multilateral and bilateral institutions and programmes working towards the same goals.

It now remains for me to express, on behalf of the Director-General and on my own behalf, our deepest thanks to all who have helped to make this Congress a success:

firstly, to the participants themselves, who have contributed their ideas and experience so generously and demonstrated their commitment towards improving the practice of educational planning and management;

to the President of the Congress and the Chairmen who guided the debates towards a constructive common conclusion;

to the Rapporteur-General and the Rapporteurs for the four themes who managed, in difficult conditions, to consolidate and present our proposals in a text which will become a landmark in this field;

to the authors of the discussion papers which stimulate our thinking and will inspire our future actions;

to the members of the Special Group who worked with commendable application to produce a Recommendation of which the text has just been adopted;

to the technical services provided by the Secretariat of Public Education and particularly by the National Commission for Unesco, which has facilitated all the work of the Congress; and also

to my colleagues at Unesco Headquarters, the Regional Offices, the International Institute of Educational Planning in Paris, the Unesco Institute for Education, Hamburg, and the International Bureau of Education in Geneva, all of whom have carried out their respective tasks diligently and some of whom have been working for many months to make this Congress the starting-point for regenerating the planning and management of education for all;

lastly, and above all, to our Mexican hosts, who have done everything in their power to make our stay here as pleasant as possible. This Congress is the outcome of a form of co-operation seldom used for a meeting of this size up to now, as Mexico agreed not only to be the host country of the Congress but also to be jointly responsible for organizing it by uniting the efforts of the Secretariat of Public Education with those of Unesco. This partnership has proved fully successful. I should therefore like to congratulate and thank our hosts for the quality of the services provided, enabling our Congress to be held in the best possible conditions. As host country, Mexico has lived up to its traditions, with its most cordial, lively reception on Tuesday and the magnificant evening of traditional Mexican ballet on Wednesday. We have thus all had the opportunity to savour and appreciate the quality of a culture rooted in an exceptional past which is still preserved and enriched in the present.

Mr President, before concluding may I thank you for the unwavering interest you have shown in this Congress to which you have personally brought your unstinted support. I shall conclude simply by expressing the hope that each of you will find the strength and tenacity needed to meet the challenge of Jomtien – to ensure education for all the inhabitants of our planet, which has become more than ever a global village.

Address by Mr Manuel BARTLETT DIAZ
Secretary of Public Education of Mexico
Member of the Executive Board of Unesco

Now that the work of this meeting is drawing to a close, I should like to pass on to you the most cordial greetings of the President of the Republic, Mr Carlos Salinas de Gortari, who has especially requested me to thank you for having shared these days with us.

The excellent description and summary of the proceedings which the Assistant Director-General has just given in his speech make it superfluous for me to add any comments concerning the content of the debates.

I should simply like to emphasize that we have all learned a great deal during these past days thanks to your willingness to exchange points of view on fundamental concepts and to discuss common problems together. Not only have we ourselves learned much but so also have those in charge of the communication facilities, if I am to judge by the views I have heard expressed.

This Congress has undoubtedly been a fruitful activity from the technical point of view and it has also enabled us to appreciate all the wealth of your knowledge, wisdom and experience and the immense devotion to education which we share and which motivates us all towards the accomplishment of a difficult, complex and arduous task.

Devotion to education, vocation and enthusiasm have all been exhibited here at this Congress and will help us to continue our work in the cause of that noble mission called education.

It has been a source of great satisfaction to our country and to ourselves to see you dancing and singing to our music and to have enabled you to appreciate our folklore, sharing with you a feeling of being in step with one another throughout these past days. All this bespeaks the immense fraternity that may exist among human beings, the equality which unites us in our feelings and enthusiasms.

My heartfelt thanks to you. Mexico congratulates you because you have spent these days together united in peace, knowledge, affection and international solidarity.

Many thanks again for being here. I now declare the Congress closed.

ANNEX IV

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CHRISTOV C.,
Present State and Future of the Planning and Control of the Higher Education in Bulgaria

VELLOSO J.,
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I.I.E.P.,
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AL-AWAD GALALELDIN,
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GIBERT,
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EGGLESTON J.,
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ALI HOOD BA-ABBAD,
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Round Table II / Table ronde II / Mesa Redonda II **ED.90/CPA.401/RT.II**

CALVO G.,
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RANAWEERA A.M.,
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CHAREONCHAI R.,
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ARREDONDO R.,
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WHOLEBEN B.E.,
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CAMARA B.,
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CHU S.K.,
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CAMARA B.,
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MUÑOZ M.,
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VALADARES T.L.,
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Round Table IV / Table ronde IV / Mesa Redonda IV — **ED.90/CPA.401/RT.IV**

BRAY M.,
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ATCHOARENA D.,
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PACKERS S.,
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HASSAN M.,
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Round Table V / Table Ronde V / Mesa Redonda V — **ED.90/CPA.401/RT.V**

CHINAPAH V.,
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MORSI M.,
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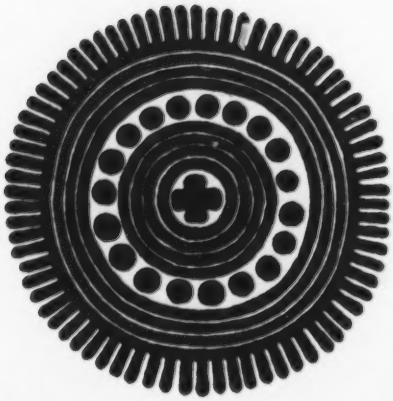
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